



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wistaston Church Lane Academy
Number of pupils in school	412 (November 2022)
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	James Bancroft
Pupil Premium Lead	James Bancroft
Local Advisory Board Lead	Audrey Skidmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41085
Recovery premium funding allocation this academic year	£4606
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£45691

Part A: Pupil premium strategy plan

Statement of intent

At Wistaston Church Lane Academy we will challenge, excite and encourage a love of life and learning in every child. We believe that happy children learn, and that if we can get the conditions for learning right, children will thrive and meet our high expectations. All children will make progress.

The school is committed to ensuring that 'disadvantaged' pupils have their wellbeing needs met within a caring environment so that they can flourish academically.

The school will ensure that all children receive high quality first teaching that meets the needs of all pupils.

We will target our funding at strategies that:

- Address children's phonics and early reading
- Targeting year groups where the impact of covid has been noticed
- Support the rebuilding of friendships, social engagement and communication
- Create a culture of mental wellbeing
- Provide pastoral support for pupils who need individual support
- Enable children to enjoy enrichment opportunities that may not otherwise be available to them

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children have lost out on social opportunities during the pandemic and have had reduced opportunities to experience extra-curricular activity. Low income families have been impacted by the cost of living crisis and so they are missing out on family enrichment activities. Reduced communication opportunities have affected some of our younger learners.
2	Children's resilience and wellbeing has been impacted and children feel less confident in certain situations
3	At the end of the previous academic year 43% of our PP children were working below expected levels in Reading and Writing and 47% in Maths

4	Children have reduced independence since the pandemic
5	Many of our Pupil Premium eligible children have additional needs – over 25% have EHCPs
6	Y3 and Y4 cohorts are our most challenging cohorts, academically – a number of these children are PP eligible

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>All PP children will make expected progress between Key Stages</i>	<ul style="list-style-type: none"> • In-year data shows a year on year increase for children reaching the expected level • End of Key Stage data improves each year with 2024 showing that all PP children make expected progress between Key Stages
Children will have increased resilience, self-awareness and independence which will be reflected in their approach to learning	<ul style="list-style-type: none"> • Children will describe their self-awareness and resilience as improved • More children will be on-track to make expected progress due to improved resilience and greater independence
All children will have the chance to experience extra-curricular activities, including clubs, visits and residential	<ul style="list-style-type: none"> • By 2024 all children leaving school will have had the chance to participate in clubs, visits and residentials and a curriculum enriched in experience
All SEND children and their parents will describe their needs as being met and making progress at an appropriate level	<ul style="list-style-type: none"> • Children with SEND will make progress from their starting points • Pupil and parents' surveys are positive

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

EEF impact scores can be found at educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trauma-Informed Practice training</i>	tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf	2, 4
<i>Additional teaching assistant to support learning in Y4</i>	EEF says that reduced class sizes gives an impact score of +2: our intention is to increase adult:child ratio	3, 5, 6
<i>CPD in mental health awareness</i>	mentallyhealthyschools.org.uk/getting-started/primary/ www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions	2, 4
<i>Speech and language CPD and interventions including Elklan</i>	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Can help pupils to make 6 months progress	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-led Tutoring – with a focus on writing in Y3 and Y4</i>	EEF gives an impact score of +4	3, 6
<i>Counselling – use of Swans Counselling Service – Talking Therapy</i>	www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/about-talking-therapies/	2, 4

<i>Use of Reading Eggs to support lowest 10% of children in Y2, Y3 and Y4</i>	readingeggs.co.uk/about/research	3
<i>Additional Phonics teaching time</i>	EEF gives an impact score of +5	3
<i>Reading Doctor – Reading Recovery support</i>	thereadingdoctors.co.uk/schools/	3
<i>Beanstalk – Reading Support</i>	www.beanstalkcharity.org.uk/news/coram-beanstalk-publishes-impact-report-for-2021-22	2, 3
<i>Reading Planet Rocket Phonics Next Steps for Y2</i>	Structured approach to reading and writing in Y2	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11732

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of Mind Gig to improve self-awareness, resilience and independence as part of PSHE</i>	www.themindgig.com/bundle/mind-gig-method-schools-programme	1, 2, 4
<i>Enabling all children to experience curriculum enrichment through educational visits, residential and visitors to school</i>	www.evolveadvice.co.uk/hqol	1, 2, 4
<i>Enabling all children to participate in active after school clubs</i>	EEF gives an impact score of +1	1, 4
<i>ELSA training and supervision</i>	www.elsanetwork.org/elsa-network/other-research/	2, 4, 5

Total budgeted cost: £45752

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Percentage of all Pupil Premium children achieving the expected standard+ by the end of Year Six

Reading: 100% Writing: 86% Maths: 71%

Percentage of all Pupil Premium children achieving the greater depth standard by the end of Year Six

Reading: 71% Writing: 14% Maths: 29%

Number of Pupil Premium children in each year group achieving the expected standard+ by the end of 21/22

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<i>No. of children</i>	2	7	5	8	8	6	7
Reading	1	1	3	1	1	5	7
Writing	0	1	3	2	2	4	6
Maths	1	1	4	2	2	5	5

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

None

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment – enabling child to attend visits and residentials ELSA support
What was the impact of that spending on service pupil premium eligible pupils?	Child felt happier in school and enjoyed opportunities to enrich their school experience

Further Information

By the end of 2021/22 we had seven service children, having started the year with only one.

The introduction of two reading schemes: Rocket Phonics and Accelerated Reader benefited all children.